

Curriculum Overview: Drama- Year 7

Year 7 students follow an Arts carousel and rotate Art, Music and Drama lessons each term. The students will study one longer unit and two shorter units per year in Drama and this will rotate according to the carousel timetable.

	YEAR 7 DRAMA			
	<i>Unit 1a</i>	<i>Unit 1b</i>	<i>Unit 2</i>	<i>Unit 3</i>
Topic Title	Introductory skills 1: Key Drama Skills and techniques (Skill-building) * <u>Cross curricular unit with Art and Music</u>	Introductory skills 2: Stages and stage craft * <u>Cross curricular unit with Art and Music</u>	Writing and Performing Scripts	Storytelling from other cultures

<p>Key Skills and Content</p>	<ul style="list-style-type: none"> • Learning the key four skills required in Drama. • Cooperation • Communication • Concentration • Imagination • Spontaneous Improvisation • Understanding still image • Practical storyboarding • Using a stimulus • Using transitions • Developing facial expressions, body language and gestures. • Using thought tracking • Showing character status through use of levels • Vocal characterisation focusing on tone of voice. • Cross curricular links to Music vocab 	<ul style="list-style-type: none"> • Types of stages • The function of different stages • Stage directions (SL,SR etc) • Parts of the stage • Lighting • Sound • Costume • Set design • Props • The function of design elements • Directing • Blocking • Basic performance rules • Symbols and signifiers. • Cross curricular design links to Art vocab 	<ul style="list-style-type: none"> • Conventions of script writing • Re-Cap of Stage directions • Interpreting script • Units and objectives • Overall production concept • Differences between writing for the screen and writing for the stage. • Role of Narrator • Linguistic register • Dialect • Creating empathy • Plot structure • Subtext • Rehearsed reading. 	<ul style="list-style-type: none"> • Using live rhythm/ percussion to create mood and atmosphere. • Structuring a story for a stage adaptation • Recap design elements • Recap staging techniques. • Explore how the social, historical, political, cultural context of a story impacts the message we might want to emphasise in performance. • Modernisations of fairy tales and folktales • Preservation of culture through storytelling.
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<p>Summative Assessment</p>	<p>BASELINE ASSESSMENT</p> <p>In small groups, create a short piece of image theatre depicting a stimulus story.</p> <p>Facial expressions and body language should clearly depict mood, character, and status.</p> <p>A short evaluation should be written to support the practical task.</p>	<p>In small groups imagine that you have been commissioned by a London theatre producer to design a stage version of a famous book. Taking roles of set designer, costume designer, sound designer and props designer, create a presentation of 3 mins per person communicating you 'pitch' and vision to the producer. Your work should be accompanied by a short, written evaluation.</p>	<p>Using the stimulus book 'The Five People You Meet in Heaven', create a script in small groups. Imagine that a group of people meet in the afterlife and are discussing their time on Earth. The script can be written in any style or genre but should show clear conventions. The script must be submitted along with a rehearsed reading of the piece.</p>	<p>In small groups, re-tell a famous Brothers Grimm fairytale story using your own interpretation for a modern audience. You will need to think carefully about how design elements, especially sound and props could help to create a sense of place and communicate cultural context.</p> <p>A short evaluation should be written to support the piece.</p>